

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Private School**

School Type (Public Schools):    ☐ Charter    ☒ Title 1    ☐ Magnet    ☒ Choice  
(Check all that apply, if any)

Name of Principal: Ms. Kimberly A. Browning

Official School Name: St. Barnabas School

School Mailing Address:    9200 Olde Eight Road  
                                         Northfield, OH 44067-2014

County: Summit                      State School Code Number: 057455

Telephone: (330) 467-7921    E-mail: kbrowning@barnabasohio.org

Fax: (330) 468-1926              Web URL: www.sbcatholicschool.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature)                      Date \_\_\_\_\_

Name of Superintendent\*: Ms. Margaret Lyons    Superintendent e-mail: mlyons@dioceseofcleveland.org

District Name: Diocese of Cleveland    District Phone: (216) 696-6525

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature)                      Date \_\_\_\_\_

Name of School Board President/Chairperson:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)                      Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

Questions 1 and 2 are for Public Schools only.

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	37	34	71		6	42	31	73
K	35	30	65		7	49	31	80
1	37	44	81		8	30	29	59
2	39	24	63		9	0	0	0
3	32	46	78		10	0	0	0
4	42	34	76		11	0	0	0
5	40	44	84		12	0	0	0
Total in Applying School:								730

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
96 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 0%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2009 until the end of the school year.	0
(2)	Number of students who transferred <b>from</b> the school after October 1, 2009 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2009	752
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 2%

Total number of students who qualify: 15

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 3%

Total number of students served: 21

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>33</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>4</u>
Paraprofessionals	<u>0</u>	<u>19</u>
Support staff	<u>4</u>	<u>1</u>
Total number	<u>40</u>	<u>25</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	2%	2%	0%	3%	2%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:

\_\_\_\_\_

Enrolled in a 4-year college or university

\_\_\_\_\_ %

Enrolled in a community college

\_\_\_\_\_ %

Enrolled in vocational training

\_\_\_\_\_ %

Found employment

\_\_\_\_\_ %

Military service

\_\_\_\_\_ %

Other

\_\_\_\_\_ %

**Total**

\_\_\_\_\_ **0%**

Saint Barnabas School is a private, suburban, Catholic elementary school, built in 1957 as a one-story structure in Northfield Center, Ohio. Since its birth, the school has grown to include a full-time preschool and three classes of kindergarten through the eighth grade. St. Barnabas is educating students within a faith-filled community to encourage all students to follow the path of Christ. Today, the picturesque campus is comprised of 20.6 acres, 33 classrooms, and two major additions comprised of a Parish Center and classrooms that enhance cultivating the tree of knowledge to seven hundred thirty students. State of the art computer and science lab, Spanish program, progressive library, interactive classroom ActivBoards, morning and afternoon SBTV student led announcements, classroom audio enhancers, Student Council, CYO sports program, forty diverse after school activities, instrumental music program, Junior High elective program, and a student leadership team are highlights of the St. Barnabas experience.

For over fifty years, St. Barnabas administration, teachers, priests, parents, and students have embraced the apostolic zeal of our patron saint and have proclaimed the Gospel of Christ while educating all students with a mission to develop mind, body, and soul. Today, all stakeholders strive to share and live our school mission: "Under the guidance of the Holy Spirit and in partnership with the parish community we nurture the seed of faith, cultivate the tree of knowledge, and follow the path of Christ." In 1957, Father Bernard DeCrane had a vision for the grounds of St. Barnabas Parish to house a school and it is a reality for the community of St. Barnabas today. Together over sixty-five faculty/staff members successfully educate and touch the lives of students from ten distinct communities. Graduates from St. Barnabas are proudly accepted to outstanding high schools and universities. They are awarded leadership and academic scholarships and often return to St. Barnabas to volunteer, take part in retreat teams, student teach, and return as accomplished, quality teachers in the classroom.

Academic excellence, collaboration, and compassion are the heart and breath of St. Barnabas and is what stands out to be most noteworthy of our Catholicity and proposed Blue Ribbon status. The teachers consistently work to create and establish an atmosphere that promotes student engagement in higher level learning, thinking, and discernment of the needs of others. Students achieve and demonstrate academic excellence within and beyond the school walls. Students continually search for opportunities to lend a hand to those in need, bring smiles to the less fortunate, and go out of their way to gather and distribute what others require. This belief is the tradition that personifies a strong sense of nurturing the seed of faith and working together to achieve and make dreams come true. The St. Barnabas way is passionate, uplifting, and contagious for the entire parish/school community. The strength of St. Barnabas School is the community where high expectations, rigorous curriculum, varied co-curricular activities, shareholder involvement, and teacher commitment to life-long learning chart a course for the 21<sup>st</sup> Century learner.

### **Recent awards and accomplishments where participation enriches the school mission:**

Catholic Math League – 2010 Regional/National First place award winner

Summit County Spelling Bee – 2010 Spelling Bee 1<sup>st</sup> Place

National PTO Today – 2009-2010 Catholic League of PTO; Honorable Mention

Midwest Academic Talent Search (2008 and 2009) Awards

Knowledge Master Open Team (Winter 2007) Fifth/Sixth Grade placed 2<sup>nd</sup> in the State of Ohio

National History Day Award winners since 2007

“Youth Helping Youth” 2005 - 2006 – Program in which all proceeds directly benefit a specified group of young people in the Cleveland area

Mythology Bee award placement since 1998

Consistently "Safety Is" Calendar Contest Winners since 1996

Congressional Youth Leadership Council/Distinguished Alumni – Washington, DC and Columbus participants

Junior High Presidential Service Awards – (All students participate in yearly service hours. Any student that engages in more than one hundred hours in a school year receives this distinguished award)

Junior Achievement “Hall of Fame” Awards for a St. Barnabas parent and a staff coordinator

Annual Choose Life Essay/Art Contest Winners

National Geographic Geography Bee – First Place

VFW Patriots Pen Awards

### 1. Assessment Results:

Students at St. Barnabas School are assessed using the Iowa Test of Basic Skills. In years 2006 – 2009, students in grades 1-8 were tested. In 2010, students in grades 1, 3, 5, and 7 were tested due to fiscal limitations. Annually students in grades 1, 3, 5, and 7 also take the Cognitive Abilities Test. The ITBS is a group-administered achievement test battery used to obtain a comprehensive assessment of student progress in the major content areas of Reading, Mathematics, Social Studies and Science. Assessment results provide diagnostic data for parents, faculty, and administrators through various analytical reports targeted at the respective audiences. The ITBS informs educators of how students are progressing and offers data that is instrumental in guiding school improvements. The data is used to create intervention opportunities, drive curriculum decisions, and improve student achievement. The tests also supply teachers with comparisons of student achievement against those of students nationally, locally, and within their grade level. Student data is used to identify strengths and weaknesses within classes and subject areas, which in turn helps to shape the goals of the school, grade level, and individual student. The principal and faculty of St. Barnabas allocate time before the beginning of each school year to review the performance of each student. Throughout the year, teachers utilize data within professional learning communities to identify achievement patterns as well as supporting ongoing academic decisions.

The 2010 ITBS student test scores were as follows: seventh grade – 82 percentile in mathematics and 78 percentile in reading; fifth grade – 78 percentile in mathematics and 78 percentile in reading; third grade – 79 percentile in mathematics and 78 percentile in reading; first grade – 83 percentile in mathematics and 77 percentile in reading. These scores exceed the criterion which defines the 85 percentile equivalent scores necessary to place St. Barnabas School in the top 15 percent of schools in the nation, as referenced against National School Norms. The school has an excellent reputation based on the continuous high performance on these tests. Test performance in both reading and mathematics, at all grade levels from 2005-2009, is consistent with the 2010 scores. Performance in other subjects tested is comparable to the reading and mathematics scores.

St. Barnabas School performance trends demonstrate consistency both among grade levels and across the past five years. Students consistently demonstrate performance at high levels. National School Norm mathematics scores are very strong throughout the grade levels with scores of 96 percentile or greater for seventh and eighth grades. Mathematics scores range between 81 percentile and 99 percentile for all other grades tested. National School Norm reading scores are also strong with scores that exceed the 91 percentile in the seventh and eighth grades. Reading scores range between 80 percentile and 98 percentile for all other grades tested. These scores place the school among the top in the nation.

The scores shown reflect the mission of St. Barnabas School, which is to cultivate the tree of knowledge. The administration, faculty, and parents of St. Barnabas School are committed to pursuing excellence in all academic disciplines. The school community strongly believes in encouraging the students to recognize and apply their God-given gifts in order to grow spiritually and academically. A high standard is set for each student, based on their individual abilities. Teachers, parents, and students respond to these expectations by prioritizing academic programs.

Through analyzing performance trends, teachers continue to use a leveled program for mathematics and reading. This effort supports a differentiated structure which has been created and proven to provide students with the ability to achieve and grow as they develop academically throughout the year.

### 2. Using Assessment Results:

Assessment data is reviewed by the principal and all teachers prior to each school year. Multiple reports including school, class and student data are provided by the test publisher. This analysis drives instruction

for the coming year. Student stanines are noted and are used to determine placement in remedial and enrichment programs. Data has been examined and the need for additional support in the classroom was identified. Full-time, certified classroom aides are provided in kindergarten through grade three to facilitate small group opportunities and hands-on learning activities. Individual student data assists in recognizing student needs, determining classroom quartiles for heterogeneous groupings, appropriately creating cooperative learning experiences, peer tutoring, and diagnosing specific learning problems. Teachers receive a list of students in their classrooms, classified by subject, who qualify as academically gifted. The lists facilitate groupings and differentiation within the class. They are also used to highlight students who may benefit from being part of enrichment opportunities in the form of extracurricular competitions and experiences such as American Math Challenge and Catholic Math League. Above grade level students are challenged through participation in high-level, critical thinking activities, such as Ohio Future Problem Solvers and excel when taking the SAT through Northwestern University Midwest Academic Talent Search (NUMATS).

Teachers utilize class data to determine group strengths and weaknesses in content areas, precipitating changes to curriculum maps and modifications of instructional methods and assessments. Professional Learning Communities are formed to target areas in need of improvement. Teaching methods and specific lessons providing remediation are planned. Individual test subgroups are analyzed to determine specific content warranting additional intervention. Professional Learning Communities are also used to determine content areas in need of enrichment. Planned strategies may include classroom based or multi-grade activities.

Assessment data is also used to ascertain whole school areas of weakness, which influence long term school goals. Math computation has been identified as a goal in the current school-wide, five year strategic plan. Future data will be analyzed to ensure the effectiveness of the strategic plan to improve student achievement.

### **3. Communicating Assessment Results:**

Student performance is communicated to parents, students, and the community in a variety of ways. Parents receive student performance information through Edline, an online grade reporting system which is updated regularly and details student progress and achievement. Folders containing completed assignments and assessments are sent home for review by parents and students on a weekly basis. Conferences between teachers and parents are conducted by phone, email, or in person when requested or necessary. Students are actively engaged in their own assessment through the self-evaluation process of student-led conferences. These conferences are utilized as a method of communicating growth or challenges based on the student's assessment of their performance.

Quarterly progress reports and report cards are provided to parents. They include grades and personal comments on student achievement and effort. Parents receive publisher provided, individual student results of ITBS and CogAt testing, including interpretive data and scores. Parents have the opportunity to receive information regarding the interpretation and use of ITBS scores by attending a school presentation provided by a publisher representative. The session includes a detailed description of the individual student data parents receive after their child is tested. A question and answer period allows parents the chance to clarify any misconceptions they may have.

Students obtain performance information on a daily basis through review of completed work, analysis of assessment results, and informal classroom feedback. Student-teacher conferences routinely occur, as necessary, to review and discuss student progress, based on formal and informal assessments. Periodically, data is also obtained from Edline by students as a measurement of their progress at any given time. Participation in their own intervention assistance meetings provide students with the opportunity to give and receive feedback while setting goals for their learning process.

The school community receives performance information through school wide, SBTV programming. Student accomplishments are highlighted and students take advantage of the broadcasts to

share their successes. School bulletin boards are also used to publicize these accomplishments. The parish community receives information via the St. Barnabas weekly parish bulletin. The principal utilizes the “School News” column to regularly highlight student achievements. The local newspaper publishes the school’s quarterly honor roll, listing students who have achieved academic distinction. The school participates in a local community business expo, showcasing the school and its accomplishments.

#### **4. Sharing Lessons Learned:**

St. Barnabas School is proud of its successes and is committed to sharing them within and outside of the school community. Students participate in local and national programs and competitions, including National History Day, Catholic Math League and Patriot’s Pen. The results of these experiences are reported by the school’s marketing committee to the local and Catholic newspapers, the school’s website, local TV channel Cable 9, and websites of sponsors. Many events offer students and teachers the opportunity to meet with peers from other schools providing occasions which foster the sharing of successful St. Barnabas strategies.

The school participates in Catholic Schools Week which is part of a national marketing campaign highlighting the accomplishments of Catholic education. Information is displayed on local news channel websites during this week. St. Barnabas School is an exhibitor at the Nordon Hills Community Business Expo where an exchange of information occurs with the community. Hosting a high school night provides alumni the opportunity to share the academic successes of their elementary school experience with others.

The faculty of St. Barnabas School utilizes Rubicon Atlas Curriculum Mapping, a web-based management tool which enables communication of curricular strategies and methods to a wide professional community. St. Barnabas School also shares educational successes by training student teachers from local colleges. Teachers attend local and national conferences at which they are often called upon to describe the innovative and creative methods they use to foster academic success. The school’s Physical Education teachers lead workshops for all PE teachers at the Diocesan level.

The administration participates both in Professional Learning Communities and Diocesan-based meetings on a regular basis. In many instances, out of these moments of convergence, St. Barnabas emerges as both a leader and catalyst for change. For example, St. Barnabas School created the first Diocesan wide Professional Learning Community for Assistant Principals, and due to the strategy for highlighting Catholic Identity, paved the way for other schools to implement the Traveling Mary Rosary Program.

### 1. Curriculum:

The curriculum used by St. Barnabas exceeds the Diocesan Graded Courses of Study and the Ohio Department of Education Academic Content Standards. The curriculum is designed to expose students to subject areas infused with faith-based beliefs, social teachings, and values of respect. Curriculum mapping is an integral part of the foundational process of planning and implementation.

English Language Arts curriculum lends itself to interrelationships across subject areas. Utilizing persuasive writing, research and oral presentation skills, students compete in speech team and essay contests such as *Safety Is*, *Lifeworks*, and *VFW Patriot's Pen*, advancing to the state level in *National History Day*. Reading is enhanced with Accelerated Reader on-line and award-winning novels within the literature based programs for the upper grades. Reader's Theatre is utilized by primary grades to explore different genres.

Science curriculum strands include scientific inquiry, earth and space sciences, life sciences, and physical sciences. The state-of-the-art science lab, ActivBoard, and forensics lab demonstrates St. Barnabas' commitment to 21<sup>st</sup> Century learning. COSI on Wheels features "astronauts-in-training" while applying math skills as an astronaut in space. Field trips, camps, and COSI offer a plethora of hands-on, inquiry-based learning opportunities while providing real-world connections to recycling and pollution. Integrating the LifeStraws (FiltaStraw) program enables students to gain knowledge of the importance of clean drinking water and provides funds to third world countries to purchase portable water filters. Students become acutely aware of the need to eliminate water borne diseases like cholera and dysentery.

Social Studies curriculum will be covered in the additional curriculum area section V.4.

Mathematics curriculum will be covered in section V.3.

Religion curriculum presents the message of Jesus Christ in a way that is authentic and meaningful. Students demonstrate their witness to faith through whole-school retreats such as "T.G.I.F., Today God is First". The school has a profound commitment to embracing all students, from preschool to eighth grade, in activities of faith sharing, collaboration and service. Examples include *Shoes for El Salvadorian children*, *toys for children of Appalachia*, *LifeStraws for Nigeria*, *the sponsorship of Kejay Ante Agaren, a child living in the Philippines* (through collaboration with the Christian Foundation for Children and Aging), and *the Traveling Mary Rosary Program*.

Health and Physical Education curriculum encompasses the whole student. The Buckeye Best Healthy School Gold Award demonstrates commitment to high criteria while exposing students to nutritional education, gross motor activities, and drug-free awareness. The faculty wellness committee welcomed the University of Akron and Kent State University's nursing programs to support classroom education promoting healthy lifestyles including the distribution of pedometers. A bi-annual health fair promotes social, mental, and physical wellbeing.

Structured around the Diocesan curriculum, the Visual and Performing Arts program provides a broad range of cognitive, physical, sensory, and social/emotional opportunities while engaging students in areas of theatre, music, and visual art. An elective schedule for junior high offers pop music providing students with the opportunity to compete inside and outside of the school community. The visual art elective generates learning in areas of concepts of size, color, and techniques while creating life size murals. Students perform in school plays, choral, and band concerts.

St. Barnabas is in compliance with the program's foreign language requirements. Weekly Spanish instruction is part of the curriculum for seventh and eighth grade students. Emphasis is placed on the development of four skills (listening, speaking, reading, and writing). Through second-language acquisition and the increasing knowledge of other cultures, students transcend the limited boundaries of their own world and are able to participate in a more global atmosphere as they progress.

Technology curriculum promotes self-confidence and self-discipline as it allows students to guide themselves through the critical thinking and problem solving of working with varied audiences using different media formats. Students in kindergarten through grade eight are actively involved in the use of computers, laptops, and ActivBoards. Seventh and eighth grade students may choose "video/movie making" as one of their electives. Writing, editing, and brainstorming skills are used when working in collaborative groups on a 30 minute movie. The use of Skype brings a more global awareness to students.

A variety of primary and secondary instructional strategies include direct instruction, cues and questions, experimental inquiries, investigations, problem solving, comparing and contrasting, classifying along with use of mental imagery, kinesthetic and physical models. The theory of Bloom's Taxonomy engages students as they are challenged to remember what they are learning and apply it to their everyday lives. This high level of thinking becomes an integral part of all the learning processes. Examples can be seen through involvement in the school newspaper, the Blazer Buzz. Students use their oral, written, and visual communication skills to present live news, weather and current events on the school's TV production of SBTv. A high level of expectation and achievement is evident throughout the entire curriculum.

## **2. Reading/English:**

St. Barnabas School believes that effective reading skills are fundamental to student success across the curriculum. The reading curriculum includes the integration of the alphabet, grammar, syntax, and phonemic awareness while developing the relationship of oral, visual, and written communication. Students are engaged in this comprehensive approach through the use of various instructional methods and materials effectively utilized to create the optimal learning environment for individual learners. Access to a variety of quality reading materials within each classroom, the library's 17,000 books, and the incorporation of Accelerated Reader (AR) via the internet promotes independent reading and motivates students to become lifelong readers. For parent involvement, AR Home Connect is used to monitor student's activity.

In the primary grades, children who are reading below grade level gain success through instruction in small groups with a reading teacher. The Developmental Reading Assessment (DRA) is used to determine students' reading levels by measuring word accuracy, comprehension and fluency. Instruction is presented and skills are practiced using different modalities and methods such as the Orton-Gillingham method. Dynamic indicators of Basic Early Literacy Skills (DIBELS) is used in first through third grade to track progress in reading fluency and identify students at risk for reading difficulties. The Woodcock-Johnson Tests of Achievement may be administered to identify and document ability/achievement discrepancies, diagnose learning disabilities, and assess student needs for educational planning. ITBS scores provide teachers with student stanines to identify students who may be at risk. Intervention for these students, through the Peer Tutoring Program, increases comprehension and daily performance.

Students are introduced to sight words, vocabulary, and grammar through the use of basal readers. At the primary level, students develop foundational reading skills through the use of both basal and level readers. To promote sustained silent reading, students may enjoy their book selections while sitting in rocking chairs in the Rocking Reading area. Literature selections are the keystones of the intermediate and junior high programs. The intermediate program further develops vocabulary, accuracy, fluency, and comprehension skills. At the junior high level, critical thinking is promoted as students analyze and evaluate literature selections. Students demonstrate written communication skills in various forms of writing including charts, brochures, letters, and journals when creating narrative, descriptive, expository, and persuasive applications. Opportunities to further develop oral and visual communication skills are

offered to intermediate and junior high students through participation in Speech, Mythology, and Drama Clubs.

### **3. Mathematics:**

The Mathematics curriculum of St. Barnabas School emphasizes the content standards of numbers, number sense, and operations; algebra; geometry; measurement; and data analysis and probability, while reflecting the belief of God as creator of the ordered universe.

The goal of the program is to help students develop a deeper understanding of mathematical concepts and how to apply them. The approach breaks complex concepts into simpler increments, recognizing that smaller pieces of information are easier to teach and easier to learn. The instruction, practice, and assessment of those increments are systematically distributed across each grade level. The curriculum emphasizes the importance of problem solving in our modern, global and technological age. Students are consistently engaged in meaningful hands-on learning activities to ensure development and retention of critical and analytical thinking concepts. St. Barnabas offers Algebra I to eighth grade students, many of whom progress into Geometry or Algebra II upon entering high school. The students of St. Barnabas School have achieved high levels of academic excellence in mathematics in the National Catholic Math League and the Ohio Math League competitions. The Roots and Wings program for gifted students in grades four through eight offers the opportunity to excel at higher order thinking by participating in competitions including MathCounts, Knowledge Master Open, Future Problem Solvers, GCCTM Math tournaments, and the Northwestern University Midwest Academic Talent Search.

Students at every level of development have multiple opportunities to practice, process, master and apply concepts. All students are given the time they need to reach conceptual understanding. In addition, assessment is frequent and cumulative, helping achieve the goal of long-term retention.

Differentiated instruction recognizes students varying background knowledge, readiness, learning profile, and interests to improve the mathematics skills of all students. Those performing below grade level have the opportunity to master concepts at their own pace. Classroom interventions include individual teacher assistance, peer tutoring, and study groups. Intervention specialists work in the classroom environment to assist teachers with instruction for students performing below grade level. Based on stanines and classroom performance, students are referred to intervention specialists for individual and group instructional sessions outside the classroom. Concepts are presented in alternate formats using visual, auditory and tactile/kinesthetic approaches. Individual instruction, with adapted materials when appropriate, further assists students performing below grade level.

### **4. Additional Curriculum Area:**

The St. Barnabas social studies/history curriculum addresses essential questions in content areas of history, geography, economics, government, and citizenship. Students become proficient in framing inquiry and opinion, locating information, synthesizing and analyzing knowledge, and utilizing decision-making skills. Classroom activities, research, competitive experiences, and opportunities for school leadership nurture critical thinking, collaboration, communication, creativity, and problem-solving abilities.

Students practice civic competence, facilitating integration into a democratic society while fulfilling the school's mission ...*nurture the seed of Faith*.... Service hours are required of sixth through eighth graders and many earn President's Student Service Awards. Mock national elections and census events take place at St. Barnabas while topical political issues are tackled in speech and debate clubs. Appreciation for the armed services is demonstrated in the VFW Patriot's Pen essay contest, creation of valentines for the VA hospital, and financial support of Honor Flight Cleveland. Students visit the Statehouse in Columbus and study Cleveland's history via regional field trips.

Social studies/history teachers collaborate in professional learning communities and the curriculum promotes the school's mission ...*cultivate the tree of knowledge*... through robust interdisciplinary opportunities. Students direct cross-curricular, year-long, whole school commemorations of events such as: Ohio's Bicentennial, the Centennial of Flight, the Lewis and Clark expedition, the fiftieth jubilee of the parish, and Lincoln's birth. National History Day awards are regularly garnered at district and state levels. Financial literacy is reinforced via Junior Achievement at all grade levels. Eighth graders develop business plans and experience Ohio State University's "Real World, Real Money" program. Junior High participates in PTU's annual Career Day and enrichment activities include a stock market simulation.

Students comprehend and interpret global political, social, and cultural concerns. The school subscribes to National Geographic's geography bee and NewsBowl Weekly's current events contest. The social studies/history curriculum is infused with the school's mission ...*follow the path of Christ*... through outreach to the diocesan presence in El Salvador, stocking of local food banks, and promotion of community recycling efforts. Students support Nigerian missionaries who distribute water filtration systems and the "Left to Tell" Foundation which ministers to orphans of Rwandan genocide. Via tents they painted, students lobbied Congress on behalf of Darfur refugees. A vibrant Student Council offers a self-government experience which nurtures tolerance while heightening student awareness of social justice issues through fundraising for causes such as SmileTrain and Medecins Sans Frontieres as well as adoption of Philippine children through CFCA.

## **5. Instructional Methods:**

St. Barnabas is committed to educating the whole child by nurturing emotional, social, and academic growth. The faculty and staff are dedicated to creating a dynamic learning environment for students with a wide range of abilities and learning styles. Differentiated instruction is implemented within the classroom using tactile/kinesthetic, auditory, and visual methods to engage students in the learning process and address multiple learning styles.

Students work in flexible groups using interest-based, as well as readiness and learning profile differentiation. Super Stars, Math Wizards, and Jigsaw programs are supportive differentiated techniques used in primary instruction. Roots and Wings, an enrichment program for students who qualify, employs a multitude of problem-solving, creative-thinking, and deductive- reasoning activities.

Technology is incorporated into the curriculum for research and presentation. Within the classroom, laser pointers or colored pens are used to focus on key information in text, and headphones are made available for students who have auditory distractibility. The Accelerated Reading Program, which advances the technology for data-driven schools, allows subgroups of students to be assessed at their individual reading skill levels. Technology is used to facilitate learning in each intelligence area.

Teachers provide the most effective learning environment for each student, by adapting content, process, and product in response to student readiness, interest and learning profile. Various means of student assessments are used to demonstrate authentic learning and measure student progress. Portfolios, rubrics, project-based assessments, and curriculum mapping demonstrate depth and scope of student achievement. History Day offers students the opportunity to write a paper, construct an exhibit, produce a documentary, design a website or make an oral presentation all of which are examples of methods teachers use to support diverse learners.

An Intervention Assessment Team meets frequently to offer accommodations and modifications that support advancement according to the student's individual needs. Students are involved in peer tutoring, small group tutoring, and teacher-led "help sessions" which are structured to review, reinforce, and clarify curriculum content.

St. Barnabas School establishes high expectations and provides quality instruction for all students regardless of ability level. Commitment to promoting positive self-esteem and authentic assessment ensures student progress and success.

## **6. Professional Development:**

The professional development landscape at St. Barnabas begins with the commitment to enhancing student learning through collaboration. The administration, faculty, and staff demonstrate the importance of life-long learning through participation in research-based workshops and training sessions such as, *Expanding Reading and Writing in the Classroom and Communication Through Body Language*.

Distinguishing evaluation from assessment is modeled through curriculum mapping and action-research workshops that provide skills for application within teachers' classrooms. The Individual Professional Development Plans (IPDP) correlates with the Ohio Catholic School Accreditation Association (OCSSA) school improvement plan.

Engaging faculty in reflective dialogue for the purpose of improving student learning is modeled through the use of Professional Learning Communities (PLC). One of the most powerful, high-leverage strategies for improving student learning is the creation of frequent, common, high-quality formative assessments by teachers who are working collaboratively to help students develop agreed-upon knowledge and skills. Through participation in, *Working in Professional Learning Communities-Teaching with the Brain in Mind*, teachers better understand the parts of the brain used for cognitive reasoning, creative thinking, and problem solving which can be applied within the content areas of every subject taught. This knowledge supports student learning as it provides a better understanding on how to reach each student through the best possible method.

St. Barnabas maintains a very high standard of education and contributes this to the strong commitment of professional development for the administration, faculty, and staff. Through attendance at sessions such as the Principal Leadership Conference held by the Diocese and the ACE Leadership Academy at The University of Notre Dame, administration is able to apply newly gained skills as the mission and vision of the school are carried out daily. The use of technology is utilized through webcasts such as *Demystifying Autism: An Inside-Out Perspective* presented by PESI. As a high achieving school, it is important to maintain and work toward achieving the next level. Attending the program provided by the Diocese entitled *Preparing Students for the 21<sup>st</sup> Century with Janet Hale* provided administration and faculty with the experience to explore technological tools and interactive dialogue; and the opportunity to integrate updated skills into the school curriculum with the goal of challenging students to become more civic-minded and globally-aware citizens as they progress into young adulthood.

## **7. School Leadership:**

The inclusiveness of its community is one of the best attributes of St. Barnabas School and is seen in the utilization of a collaborative approach to leadership. The principal is a member of the Parish Team led by the Pastor. Daily meetings are held between the principal and assistant principal. The principal oversees the process of evaluating student needs, placement, and remedial services with the Intervention Assistance Team. The outcomes are a collaborative effort between the principal, assistant principal, teachers, school psychologist, remedial tutor, Title I tutor, speech therapist, parents, and the local public school district.

The establishment of professional learning communities encourage faculty to become teacher-leaders by setting goals and guiding discussions to improve student learning. Peer observations lead to dialogue on teaching methods and student learning strategies. The role of the principal is one of guide, coach, and observer. Knowing when and how to provide training and tools to be an effective team is paramount to the success of the school community. Grade-level teams meet weekly on classroom management, assessments, differentiation, and curriculum integration. A commitment to common planning within the master schedule enables greater opportunity for collaboration and improved student learning.

As spiritual leader, the principal promotes a strong Catholic identity within the school. A Spiritual Committee coordinates opportunities for community participation and enhances the message of faith within the school and Parish community. Service projects are organized through the Student Council and

overseen by the principal. Holding events such as *You've Got a Friend in Me* toy donation for children in Appalachia and *Buy a Shoe* for the young people of El Salvador demonstrates collaborative leadership.

The PTU is a strong presence within St. Barnabas and is nurtured through cooperative relationships with the principal and teachers. Through this commitment, speakers and programs are offered to the parent community. The establishment of "Coffee with Kim" (principal) provides quarterly discussions with small groups of parents.

Memberships and associations include the Ohio Catholic Education Association, The Ohio Catholic School Accreditation Association, National Catholic Education Association, and the Association for Supervision and Curriculum Development.

These structures are guided by the principal's leadership and have proven to promote a positive impact on student achievement. It is imperative that the principal lead by example as this is the most powerful teacher...If a leader resonates energy and enthusiasm, a school will thrive at the highest level.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3145</u>	<u>\$3145</u>	<u>\$3145</u>	<u>\$3145</u>	<u>\$3145</u>	<u>\$3145</u>
K	1st	2nd	3rd	4th	5th
<u>\$3145</u>	<u>\$3145</u>	<u>\$3145</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$3717

5. What is the average financial aid per student? \$239

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
18%

7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
100%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 1

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	83	79	79	83	87
Number of students tested	67	81	86	83	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 1

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	77	80	83	84	82
Number of students tested	67	81	86	83	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month		Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score		86	73	80	87
Number of students tested		82	86	88	95
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> Due to fiscal limitations, this grade level was not tested in 2009-2010.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month		Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score		83	82	81	83
Number of students tested		82	86	88	95
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> Due to fiscal limitations, this grade level was not tested in 2009-2010.					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	74	77	78	81
Number of students tested	81	87	85	90	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	79	82	78	80
Number of students tested	81	87	85	90	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month		Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score		80	75	79	73
Number of students tested		80	89	74	87
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> Due to fiscal limitations, this grade level was not tested in 2009-2010.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month		Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score		79	73	78	81
Number of students tested		80	89	74	87
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> Due to fiscal limitations, this grade level was not tested in 2009-2010.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	74	74	69	82
Number of students tested	74	85	78	86	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	74	77	76	83
Number of students tested	74	85	78	86	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month		Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score		78	75	78	87
Number of students tested		71	85	72	87
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> Due to fiscal limitations, this grade level was not tested in 2009-2010.					

11PV23

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month		Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score		75	72	76	80
Number of students tested		71	85	72	87
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> Due to fiscal limitations, this grade level was not tested in 2009-2010.					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	82	84	84	84
Number of students tested	62	74	71	81	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	76	77	82	81
Number of students tested	62	74	71	81	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month		Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score		85	84	82	82
Number of students tested		69	88	60	72
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> Due to fiscal limitations, this grade level was not tested in 2009-2010.					

11PV23

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year: C/2008; A/2001 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month		Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score		80	77	78	81
Number of students tested		69	88	60	72
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> Due to fiscal limitations, this grade level was not tested in 2009-2010.					

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